



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

QUERY AND ANSWER

All queries and answers for insertion here should be addressed to Thomas E. Oliver, Urbana, Illinois.

1. What is a good reference grammar of the French language, printed in France, and suited to the use of English-speaking teachers?

2. Can some one give a list of the best scientific readers available in this country in French, German, and Spanish?

3. What material published by American firms is available for the instruction of very young pupils in German, in Spanish, in French?

4. Will some reader give the titles, publishers, dates and prices of the best business or commercial readers and manuals in French, German and Spanish, prepared for the instruction of English-speaking students?

One correspondent recommends the following:

French Commercial Correspondence with Exercises, French-English and English-French Glossaries, Hints on Letter-writing, and copious Notes by Elphege Janau. Third Impression. Longmans, Green, and Co., London, New York, and Bombay 1898. xvi-222.

The same publishers issue a similar German manual. Both books are from the English rather than the American business standpoint. This fact affects the money values and also a very considerable number of business customs and terms. Moreover, the general tone of the book is rather stilted and old-fashioned, which is due to the fact that it was written in 1888. There surely must be more modern manuals.

5. Is the following phrase correct? If not please explain why: "Qui ont fondé Rome?"

Somehow this does not appear natural. It seems as if it ought to be singular: "Qui a fondé Rome?" But it is difficult to analyze why. One correspondent suggests that in this sentence "qui" is an indefinite interrogative, and that, inasmuch as most indefinites suggest the singular rather than the plural, the same should be true in this instance. Moreover, when we use "qui" as a plural, we are assuming either for ourselves or for the person asked the knowledge that more than one person, tribe or people founded Rome. Should we assume this knowledge in asking a question of this general character? On the other hand why have we not the right to ask the question with full assumption of such knowledge?

The editor received the above question from Mr. Louis Tesson of The French-American Publishing Co., 220 Tremont Street, Boston, Mass. Mr. Tesson has made quite a study of such grammatical peculiarities and has published some of them under the title *L'Ami du Professeur de Français. Réponse à des Questions sur la Grammaire et la Prononciation faites par des Professeurs et des Elèves étrangers*. Deuxième édition. Paris (Ch. Amat); La Rochelle (Noel Texier) 1910. This pamphlet of 32 pages contains questions numbered from 36 to 107. Questions 1 to 35 were previously published in number 3 of *Le Français Fonétique* a quarterly publication by the same

author. Mr. Tesson writes that he has now a great number of such questions in addition to those already published. The editor is in some doubt whether this department of "Query and Answer" is the best medium for the publication of questions of this rather detailed syntactical nature, but he would welcome an expression of opinion from the readers of THE MODERN LANGUAGE JOURNAL on this subject. In any event it is certainly highly desirable that such questions be made available to the profession, and it is to be hoped that Mr. Tesson will soon reissue the above pamphlet in a complete form so as to include all material on such matters which he has collected.

6. Does any one know if "Perception Cards" similar to Young's Latin Perception Cards (published by the American Book Co.) are available for the modern foreign languages, and, if so, where they may be obtained?

A correspondent writes of the great success he has had in teaching Latin to his son by means of these "Perception Cards," and wonders naturally why similar devices do not apparently exist for other languages. These Latin cards have the Latin word, idiom, or phrase on one side and the English equivalent on the other. There are 500 of them numbered to correspond to the sequence of words and phrases in Pearson's *Essentials of Latin*. The cards are seven inches by eleven and a half, and the printing on them is large enough to be seen readily across a class room. While it might be more difficult to condense an adequate vocabulary of French, German, or Spanish on 500 such cards, yet this method of drilling has much to commend it. If used in connection with other schemes, its very novelty makes it doubly efficacious. We trust that some one will utilize this idea and secure a publisher of sets in modern languages. Great care would have to be used in the proper choice and order of the first five hundred words. Several competent persons at least should co-operate in the task. Otherwise the lists would be too one-sided in character. It would seem as if this were a rather pretty problem for graduate students in our schools of linguistic methodology. Who will undertake it?